

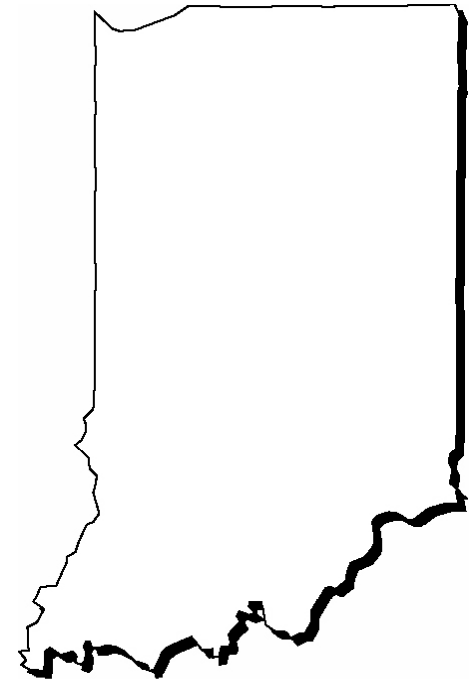
# Literacy by Design

Grade 1

correlated to the

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## Indiana Academic Standards English/Language Arts, Grade 1



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Grade 1**

correlated to the

**Indiana Academic Standards  
English/Language Arts  
Grade 1**

Standard	Descriptor	Citations
<b>1. READING: Word Recognition, Fluency, and Vocabulary Development</b>		
<i>Concepts About Print</i>		
1.1.1	Match oral words to printed words.	<u><b>Whole Class Charts</b></u> <b>Volume 1:</b> 18, 23, 25, 32, 34, 50, 54 <b>Volume 2:</b> 81, 85, 113, 122, 126, 131, 135  <u><b>Comprehensive Teacher's Guide</b></u> 8, 16, 26, 48, 50, 56, 58, 62, 80, 82, 84, 86, 90, 96, 112, 114, 118, 122, 148, 150, 153, 162, 178, 180, 182, 190, 214, 228, 248, 250, 260, 280, 288, 310, 312, 346, 348, 378, 392, 410, 412, 426, 442, 444, 452, 476, 478, 480, 486, 510, 524  <u><b>Small Group Reading Teacher's Guide</b></u> 69, 79

Standard	Descriptor	Citations
1.1.2	Identify letters, words, and sentences.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 4, 9, 13, 18, 31, 34, 40, 49, 70, 72  <b>Volume 2:</b> 142</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  8, 14, 16, 18, 26, 27, 30, 46, 48, 49, 50, 58, 80, 84, 112, 118,  122, 146, 178, 250, 254, 514, 518</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  4, 29, 34, 99, 314</p>
1.1.3	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 52  <b>Volume 2:</b> 142</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  31, 61, 63, 85, 97, 126, 129, 151, 182, 184, 188, 248, 514, 518</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  34, 99, 229, 239, 244, 314</p>

Standard	Descriptor	Citations
<i>Phonemic Awareness</i>		
1.1.4	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). Example: Tell the sound that comes at the beginning of the word <i>sun</i> . Tell the sound that comes at the end of the word <i>cloud</i> . Tell the sound that comes in the middle of the word <i>boat</i> .	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 4, 9, 13, 18, 22, 25, 27, 31, 36, 40, 45, 48, 53, 58, 72  <b>Volume 2:</b> 81, 90, 99, 103, 117, 135</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  8, 14, 16, 18, 20, 24, 26, 32, 40, 46, 48, 52, 56, 58, 60, 62, 64, 74, 80, 82, 86, 90, 92, 94, 106, 112, 122, 126, 128, 140, 146, 148, 149, 158, 160, 162, 172, 179, 180, 188, 192, 206, 212, 214, 218, 254, 256, 272, 280, 288, 290, 304, 324, 328, 350, 354, 356, 358, 370, 376, 378, 404, 420, 422, 424, 428, 470, 486, 514, 518</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  1, 11, 16, 21, 26, 31–32, 36, 46, 56, 61, 66, 71, 81–82, 96, 101, 106, 111, 116, 121, 126, 131, 141, 146, 151, 156, 161, 181, 186, 206, 211, 246, 256, 286, 301, 306, 311</p> <p><b><u>Essential Resources Guide</u></b>  23–24, 43–44</p>

Standard	Descriptor	Citations
1.1.5	Recognize different vowel sounds in orally stated single-syllable words. Example: Say the sound that is in the middle of the word bit. Say the sound that is in the middle of the word bite. Tell whether this is the same sound or a different sound.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 72  <b>Volume 2:</b> 99</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  254, 256, 354, 356</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  241–242, 246–247, 251–252, 256–257, 261–262, 266–267, 276–277</p> <p><b><u>Essential Resources Guide</u></b>  23–24, 43–44</p>
1.1.6	Recognize that vowels' sounds can be represented by different letters	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 72  <b>Volume 2:</b> 81, 90, 94, 117</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  254, 256, 258, 260, 290, 292, 296, 322, 324, 328, 338, 344, 346, 350, 420, 422, 423, 424, 428, 502</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  241–242, 246–247, 251–252, 256–257, 261–262, 266–267, 276–277</p>

Standard	Descriptor	Citations
1.1.7	Create and state a series of rhyming words.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 7, 43  <b>Volume 2:</b> 126</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  20, 40, 48, 49, 106, 114, 115, 130, 140, 152, 213, 238, 452</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  2, 7, 12, 27, 42, 47, 52, 57, 62, 67, 72, 77, 102, 117, 127, 142, 147, 242, 247, 252, 262, 267, 272, 277</p>
1.1.8	Add, delete, or change sounds to change words. Example: Tell what letter you would have to change to make the word <i>cow</i> into the word <i>how</i> . Tell what letter you would have to change to make the word <i>pan</i> into <i>an</i> .	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 63  <b>Volume 2:</b> 90</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  140, 149, 222, 224, 226, 238, 280, 320, 322, 324, 360, 436, 444, 518</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  86, 136, 191, 196, 216, 221, 226, 236, 241, 251, 261, 266, 271, 276, 281, 291, 296, 316</p>

Standard	Descriptor	Citations
1.1.9	Blend two to four phonemes (sounds) into recognizable words. Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 9, 13, 18, 22, 25, 27, 31, 36, 40, 43, 45, 53, 54, 58, 72  <b>Volume 2:</b> 77, 99, 103, 117, 121, 126, 130, 135, 139</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  8, 20, 24, 26, 28, 40, 46, 48, 52, 56, 58, 60, 62, 64, 74, 80, 82, 86, 90, 92, 94, 106, 112, 114, 118, 122, 124, 126, 128, 146, 148, 149, 152, 156, 158, 162, 164, 172, 180, 184, 188, 190, 192, 206, 212, 214, 218, 250, 254, 256, 258, 260, 278, 284, 288, 304, 312, 350, 354, 356, 358, 370, 376, 378, 379, 380, 382, 394, 420, 422, 428, 436, 442, 444, 446, 448, 452, 454, 455, 456, 458, 460, 470, 476, 478, 479, 482, 486, 488, 490, 494, 502, 508, 510, 511, 514, 522, 526</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  1–2, 6–7, 12, 17, 21–22, 27, 36–37, 41–42, 47, 51–52, 57, 62, 66–67, 71–72, 76–77, 82, 87, 91–92, 97, 101–102, 107, 111–112, 117, 122, 126–127, 132, 137, 142, 146–147, 152, 157, 161–162, 172, 177, 181–182, 186–187, 192, 197, 202, 206–207, 211–212, 217, 222, 227, 232, 237, 242, 246–247, 252, 256–257, 262, 267, 272, 277, 282, 286–287, 292, 297, 301–302, 306–307, 311–312</p>

Standard	Descriptor	Citations
<i>Decoding and Word Recognition</i>		
1.1.10	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns ( <i>a, e, i, o, u</i> ), and blend those sounds into recognizable words.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 9, 13, 18, 22, 25, 27, 31, 36, 40, 43, 45, 53, 54, 58, 63, 72  <b>Volume 2:</b> 77, 81, 85, 90, 94, 99, 103, 117, 121, 126, 130, 135, 139</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  8, 20, 24, 26, 28, 32, 40, 46, 48, 56, 58, 59, 60, 62, 64, 74, 80, 82, 86, 90, 92, 94, 96, 106, 112, 114, 118, 122, 124, 126, 128, 140, 146, 148, 149, 152, 156, 158, 160, 164, 172, 180, 188, 190, 206, 212, 214, 218, 222, 224, 230, 238, 244, 246, 248, 250, 254, 256, 258, 260, 272, 278, 280, 284, 288, 290, 292, 296, 304, 310, 312, 316, 324, 328, 338, 344, 346, 350, 354, 356, 358, 360, 370, 376, 378, 386, 420, 422, 428, 436, 442, 444, 446, 448, 452, 454, 456, 458, 460, 470, 476, 478, 479, 482, 486, 488, 490, 494, 502, 508, 510, 511, 514, 518, 520, 522, 526</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  1–2, 6–7, 12, 17, 21–22, 27, 36–37, 41–42, 47, 51–52, 57, 62, 66–67, 71–72, 76–77, 82, 87, 91–92, 97, 101–102, 107, 111–112, 117, 122, 126–127, 132, 137, 142, 146–147, 152, 157, 161–162, 172, 177, 181–182, 186–187, 192, 197, 202, 206–207, 211–212, 217, 222, 227, 232, 237, 242, 246–247, 252, 256–257, 262, 267, 272, 277, 282, 286–287, 292, 297, 301–302, 306–307, 311–312</p>



Standard	Descriptor	Citations
1.1.19	Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.	<p><b><u>Comprehensive Teacher's Guide</u></b> 436</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 144</p>
1.1.11	Read common sight words (words that are often seen and heard).	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 4, 9, 13, 18, 22, 31, 36, 40, 45, 49, 54, 58, 63, 67, 72  <b>Volume 2:</b> 76, 81, 85, 94, 99, 103, 108, 112, 117, 121, 126, 130, 135, 139, 144</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  16, 28, 32, 48, 60, 64, 82, 98, 114, 126, 130, 148, 160, 164, 180, 192, 196, 214, 226, 230, 246, 258, 262, 280, 292, 296, 312, 328, 346, 358, 362, 378, 390, 394, 412, 424, 428, 444, 456, 460, 478, 490, 494, 510, 522, 526</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203, 208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278, 283, 288, 293, 298, 303, 308, 313, 318</p>

Standard	Descriptor	Citations
1.1.12	Use phonic and context clues as self-correction strategies when reading.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 68  <b>Volume 2:</b> 140, 141</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  45, 111, 177, 244, 249, 260, 292, 309, 375, 416, 421, 441, 503, 508, 512, 513, 518, 524, 526</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  113, 128, 178</p> <p><b><u>Essential Resources Guide</u></b>  25–26, 29–30</p>
1.1.13	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i> ) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i> ). Example: Correctly read aloud the vowel sounds made in words, such as <i>ear</i> , <i>eat</i> , <i>near</i> , <i>their</i> , or <i>wear</i> .	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 72  <b>Volume 2:</b> 81, 94, 112</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  16, 254, 256, 258, 260, 290, 292, 296, 338, 344, 346, 350, 404, 410, 412, 413, 414, 416, 428, 502</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  241–242, 246–247, 251–252, 256–257, 261–262, 266–267, 276–277</p>

Standard	Descriptor	Citations
1.1.14	Read common word patterns (-ite, -ate). Example: Read words, such as <i>gate</i> , <i>late</i> , and <i>kite</i> .	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 22, 25, 27, 54  <b>Volume 2:</b> 77, 85, 90, 94</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  74, 80, 82, 83, 84, 90, 92, 106, 114, 116, 118, 148, 190, 192,  228, 238, 244, 246, 248, 250, 272, 278, 284, 304, 310, 312,  316, 320, 322, 324, 326, 328, 344, 346, 350, 358, 360</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  2, 7, 12, 17, 22, 27, 37, 42, 47, 52, 57, 62, 67, 72, 77, 87, 92,  102, 107, 112, 122, 127, 137, 142, 147, 242, 252, 257, 262,  267, 277</p>

Standard	Descriptor	Citations
1.1.15	Read aloud smoothly and easily in familiar text.	<p><b><u>Big Books</u></b>  <i>The Bear Who Wouldn't Share</i>: 1-24  <i>Schools Then and Now</i>: 1-16  <i>On the Move</i>: 1-16  <i>Luisa's Lab</i>: 1-16  <i>Shark in the Park</i>: 1-16  <i>What Do I Want to Be?</i>: 1-24  <i>The Bell in the Well</i>: 1-24  <i>How Should I Dress?</i>: 1-16  <i>Fox, Beware!</i>: 1-16  <i>My Adventure With Fluffy</i>: 1-24  <i>What a Duck!</i>: 1-24  <i>How to Grow a Sunflower/How to Grow a Hyacinth</i>: 1-6/1-8  <i>A Play for All</i>: 1-24  <i>Citizens to Look Up To</i>: 1-24  <i>The Underground Dance</i>: 1-24  <i>Amazing Animals</i>: 1-16</p> <p><b><u>Whole Class Charts</u></b>  <b>Volume 1</b>: 4, 7, 22, 25, 27, 43, 49, 61  <b>Volume 2</b>: 79, 133, 144</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  14, 16, 18, 24, 26, 27, 30, 50, 58, 60, 62, 82, 84, 90, 92, 94, 96,  126, 127, 150, 153, 156, 158, 159, 161, 180, 191, 192, 216,  222, 226, 227, 248, 258, 288, 291, 292, 293, 314, 322, 324,  325, 358, 390, 412, 424, 425, 456, 457, 486, 490, 522</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 74, 79, 84, 94,  99, 104, 109, 114, 119, 124, 129, 134, 139, 149, 154, 164, 169,  174, 179, 184, 189, 194, 204, 209, 214, 219, 224, 234, 239,  244, 249, 254, 259, 264, 274, 284, 289, 294, 299, 304, 309</p>

Standard	Descriptor	Citations
<i>Vocabulary and Concept Development</i>		
1.1.16	Read and understand simple compound words ( <i>birthday, anything</i> ) and contractions ( <i>isn't, aren't, can't, won't</i> ).	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 39  <b>Volume 2:</b> 108, 124</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  18, 146, 150, 152, 158, 386, 388, 389, 390, 392, 394, 448, 452, 480</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  119, 274</p>
1.1.17	Read and understand root words ( <i>look</i> ) and their inflectional forms ( <i>looks, looked, looking</i> ). Example: Recognize that the <i>s</i> added to the end of <i>chair</i> makes it mean more than one chair. Recognize that adding <i>ed</i> to the end of <i>jump</i> makes it mean jumping that happened in the past.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 45  <b>Volume 2:</b> 102</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  40, 50, 156, 282, 283, 293, 315, 376</p> <p><b><u>Essential Resources Guide</u></b>  27–28</p>
1.1.18	Classify categories of words. Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.	<p><b><u>Small Group Reading Teacher's Guide</u></b>  153, 198, 273</p> <p><b><u>Essential Resources Guide</u></b>  11–12</p>

Standard	Descriptor	Citations
<b>2. READING: Comprehension and Analysis of Nonfiction and Informational Text</b>		
	<i>Structural Features of Informational and Technical Materials</i>	
1.2.1	Identify the title, author, illustrator, and table of contents of a reading selection.	<p><b><u>Comprehensive Teacher's Guide</u></b> 58, 128, 290</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 54, 109, 114, 155, 159, 240</p>
1.2.2	Identify text that uses sequence or other logical order. Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like <i>The Bird Table</i> by Pauline Cartwright.	<p><b><u>Comprehensive Teacher's Guide</u></b> 48, 58, 82, 114, 115, 124, 128, 378, 388, 390, 392, 458</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 73, 74, 95, 118</p> <p><b><u>Essential Resources Guide</u></b> 3–6</p>

Standard	Descriptor	Citations
<i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i>		
1.2.3	Respond to <i>who, what, when, where, why</i> , and <i>how</i> questions and recognize the main idea of what is read. Example: After reading or listening to the science book <i>Gator or Croc</i> by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 10, 33  <b>Volume 2:</b> 74, 105, 131</p> <p><b><u>Comprehensive Teacher's Guide</u></b>            9, 27, 40, 48, 59, 62, 64, 115, 116, 117, 125, 127, 128, 130, 147, 173, 182, 191, 192, 196, 239, 247, 257, 259, 262, 273, 279, 379, 380, 381, 389, 390, 392, 394, 445, 453, 455, 456, 457, 458, 460, 471, 476, 477, 490, 491, 494, 510, 511, 519, 520, 521, 522, 524, 526</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>            38, 103, 143, 288</p> <p><b><u>Essential Resources Guide</u></b>            39–40</p>
1.2.4	Follow one-step written instructions.	<p><b><u>Comprehensive Teacher's Guide</u></b>            124</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>            73, 74, 118</p>

Standard	Descriptor	Citations
1.2.5	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	<p><b><u>Comprehensive Teacher's Guide</u></b> 13, 454, 512, 520, 524, 526</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 128</p> <p><b><u>Essential Resources Guide</u></b> 25–26, 29–30</p>
1.2.6	Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i> ). Example: Read <i>Bats: Creatures of the Night</i> by Joyce Milton and discuss what words give clues about predicting where bats could be found or how they locate food.	<p><b><u>Whole Class Charts</u></b> <b>Volume 2:</b> 123</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 446, 447, 458, 460, 490</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 8, 48, 63, 98, 133, 298, 490</p>



Standard	Descriptor	Citations
1.2.7	Relate prior knowledge to what is read. Example: Before reading <i>How Much Is a Million</i> by David Schwartz, discuss students' estimates of large quantities.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 2, 6, 10, 38, 55  <b>Volume 2:</b> 72, 73, 92, 100, 101, 109, 128</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  8, 9, 12, 14, 15, 16, 18, 19, 20, 21, 40, 60, 74, 114, 118, 126, 140, 150, 180, 182, 189, 194, 206, 246, 248, 272, 273, 280, 312, 316, 338, 355, 358, 370, 378, 404, 444, 448, 453, 470, 482, 490, 510, 514</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 68, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 158, 161, 166, 171, 176, 181, 186, 191, 196, 201, 206, 211, 216, 221, 226, 231, 236, 241, 246, 248, 251, 256, 261, 266, 271, 276, 281, 283, 286, 291, 296, 301, 306, 311, 316</p>

Standard	Descriptor	Citations
<b>3. READING: Comprehension and Analysis of Literary Text</b>		
<i>Analysis of Grade-Level-Appropriate Literary Text</i>		
1.3.1	Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending. Example: Read a story, such as <i>Arthur's Prize Reader</i> by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 32, 50, 61  <b>Volume 2:</b> 97, 101, 104, 110, 113, 114</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  17, 25, 32, 43–44, 47, 75, 83, 86, 91, 98, 106, 107, 112, 113, 149, 151, 160, 178, 214, 222, 223, 224, 230, 245, 281, 296, 311, 328, 350, 356, 357, 362, 370, 371, 405, 410, 414, 415, 423, 424, 426, 428, 443, 479, 489, 509</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  18, 33, 45, 50, 55, 125, 130, 135, 140, 165, 175, 180, 215, 220, 230, 268, 290, 295, 303, 376</p> <p><b><u>Essential Resources Guide</u></b>  9–10, 13–14, 37–38, 41–42</p>
1.3.2	Describe the roles of authors and illustrators. Example: Read a book, such as <i>The Very Hungry Caterpillar</i> by Eric Carle or <i>Where the Wild Things Are</i> by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 2:</b> 106, 115</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  290, 363, 382, 386, 416, 420</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  3, 43, 44, 53, 54, 109, 223, 259</p>

Standard	Descriptor	Citations
1.3.3	Confirm predictions about what will happen next in a story. Example: Read part of a story, such as <i>The Musicians of Bremen: A Tale from Germany</i> by Jane Yolen or <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes, and tell what might happen next and how the story might end.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 2:</b> 83, 110, 119, 122</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  106, 304, 404, 437, 442</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  8, 48, 63, 98, 133, 298</p>
1.3.4	Distinguish fantasy from reality.	<p><b><u>Comprehensive Teacher's Guide</u></b>  16, 82, 91, 92, 214</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  14, 49, 164–165</p> <p><b><u>Essential Resources Guide</u></b>  3–6</p>

Standard	Descriptor	Citations
1.3.5	Understand what is read by responding to questions ( <i>who, what, when, where, why, how</i> ).	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 11, 61, 65  <b>Volume 2:</b> 78, 83, 87, 104, 119</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  20, 25, 27, 29, 32, 40, 42, 93, 98, 159, 160, 162, 164, 222, 223, 225, 226, 230, 238, 283, 291, 296, 304, 315, 323, 328, 350, 356, 357, 358, 360, 362, 376, 377, 387, 423, 424, 428, 437, 479, 489, 503</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  4, 5, 9, 10, 14, 15, 19, 20, 24, 25, 29, 30, 34, 35, 39, 40, 44, 45, 49, 50, 54, 55, 59, 60, 64, 65, 69, 70, 74, 75, 79, 80, 84, 85, 89, 90, 94, 95, 99, 100, 104, 105, 109, 110, 114, 115, 119, 120, 124, 125, 129, 130, 134, 135, 139, 140, 144, 145, 149, 150, 154, 155, 159, 160, 164, 165, 169, 170, 174, 175, 179, 180, 184, 185, 189, 190, 194, 195, 199, 200, 204, 205, 209, 210, 214, 215, 219, 220, 224, 225, 229, 230, 234, 235, 239, 240, 244, 245, 249, 250, 254, 255, 259, 260, 264, 265, 269, 270, 274, 275, 279, 280, 284, 285, 289, 290, 294, 295, 299, 300, 304, 305, 309, 310, 314, 315, 319, 320</p> <p><b><u>Essential Resources Guide</u></b>  10, 14, 37–38, 41–42</p>

Standard	Descriptor	Citations
<b>4. WRITING: Processes and Features</b>		
<i>Organization and Focus</i>		
1.4.1	Discuss ideas and select a focus for group stories or other writing.	<b><u>Comprehensive Teacher's Guide</u></b> 9, 15, 17, 19, 21, 25, 27, 41, 47, 49, 51, 75, 81, 83, 115, 141, 147, 149, 151, 153, 173, 185, 207, 213, 239, 245, 247, 249, 273, 279, 281, 305, 311, 313, 315, 339, 345, 347, 349, 351, 371, 381, 411, 413, 415, 417, 437, 443, 445, 447, 449, 471, 477, 479, 481, 483, 503, 513, 515
1.4.2	Use various organizational strategies to plan writing.	<b><u>Comprehensive Teacher's Guide</u></b> 9, 15, 17, 19, 21, 25, 27, 41, 47, 49, 51, 75, 81, 83, 107, 113, 115, 141, 147, 149, 151, 153, 173, 179, 183, 189, 191, 207, 213, 245, 247, 249, 273, 279, 281, 305, 311, 313, 315, 339, 345, 347, 349, 371, 377, 379, 381, 383, 405, 411, 443, 455, 471, 477, 479, 481, 483, 503, 513, 515
<i>Evaluation and Revision</i>		
1.4.3	Revise writing for others to read.	<b><u>Comprehensive Teacher's Guide</u></b> 25, 27, 29, 31, 57, 59, 61, 63, 87, 91, 93, 95, 97, 117, 119, 123, 125, 127, 129, 151, 153, 157, 159, 161, 163, 185, 189, 191, 193, 195, 223, 225, 227, 229, 255, 257, 259, 261, 289, 291, 293, 295, 321, 323, 325, 327, 355, 357, 359, 361, 387, 389, 391, 393, 421, 423, 425, 427, 453, 455, 457, 459, 487, 489, 491, 493, 519, 521, 523, 525

Standard	Descriptor	Citations
<i>Research Process and Technology</i>		
1.4.4	Begin asking questions to guide topic selection and ask <i>how</i> and <i>why</i> questions about a topic of interest	<b><u>Comprehensive Teacher's Guide</u></b> 179, 181, 183, 239, 437, 503, 509, 511
1.4.5	Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).	<b><u>Comprehensive Teacher's Guide</u></b> 58, 173, 179, 181, 437, 443, 509  <b><u>Small Group Reading Teacher's Guide</u></b> 120, 155, 160, 190, 200
1.4.6	Organize and classify information by constructing categories on the basis of observation.	<b><u>Comprehensive Teacher's Guide</u></b> 107, 113, 115, 118, 119  <b><u>Small Group Reading Teacher's Guide</u></b> 120, 155, 160, 190, 200
<b>5. WRITING: Applications (Different Types of Writing and Their Characteristics)</b>		
1.5.1	Write brief narratives (stories) describing an experience. Example: Write a short story titled <i>My Friend</i> describing an experience that is real or imagined.	<b><u>Comprehensive Teacher's Guide</u></b> 9, 15, 17, 19, 21, 25, 27, 75, 81, 83, 91, 141, 147, 149, 151, 153, 273, 279, 281, 283, 285, 471, 477, 479, 481, 483, 487, 489
1.5.2	Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. Example: Write a description of a family member, a pet, or a favorite toy. Include enough details so that the reader can picture the person, animal, or object.	<b><u>Comprehensive Teacher's Guide</u></b> 41, 47, 49, 51, 53, 107, 113, 115, 118, 119, 305, 311, 313, 315, 317, 371, 377, 379, 381, 383, 387, 405, 411, 413, 415, 417, 421
1.5.3	Write simple rhymes.	<b><u>Comprehensive Teacher's Guide</u></b> 98, 217, 223
1.5.4	Use descriptive words when writing. Example: Use varied words to describe events, people, and places, such as describing a day as a <i>sunny day</i> or <i>cloudy day</i> .	<b><u>Comprehensive Teacher's Guide</u></b> 25, 27, 41, 47, 49, 51, 53, 57, 59, 61, 83, 85, 87, 123, 127, 151, 207, 213, 215, 217, 219, 223, 225, 250, 251, 311, 323, 389, 391, 415, 425, 427, 447, 457, 459, 487, 489, 519, 521

Standard	Descriptor	Citations
1.5.5	Write for different purposes and to a specific audience or person. Example: Write a thank-you note to the store manager after a field trip to the local supermarket.	<b><u>Comprehensive Teacher's Guide</u></b> 83, 149, 181, 183, 185, 189, 191, 207, 213, 215, 219, 247, 281, 313, 339, 345, 347, 349, 350, 351, 379, 405, 413, 445, 447, 449, 479, 511
<b>6. WRITING: English Language Conventions</b>		
<i>Handwriting</i>		
1.6.1	Print legibly and space letters, words, and sentences appropriately.	<b><u>Comprehensive Teacher's Guide</u></b> 63, 97, 129, 163, 195, 229, 261, 295, 393, 427, 459, 493, 525
<i>Sentence Structure</i>		
1.6.2	Write in complete sentences.	<b><u>Comprehensive Teacher's Guide</u></b> 19, 27, 29, 31, 51, 57, 61, 63, 97, 157, 163, 355, 357, 359, 361  <b><u>Small Group Reading Teacher's Guide</u></b> 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200, 205, 210, 215, 220, 225, 230, 235, 240, 245, 250, 255, 260, 265, 270, 275, 280, 285, 290, 295, 300, 305, 310, 315, 320

Standard	Descriptor	Citations
<i>Grammar</i>		
1.6.3	Identify and correctly use singular and plural nouns ( <i>dog/dogs</i> ).	<b><u>Comprehensive Teacher's Guide</u></b> 140, 183, 217, 248, 327
1.6.4	Identify and correctly write contractions ( <i>isn't, aren't, can't</i> ).	<b><u>Whole Class Charts</u></b> <b>Volume 2:</b> 124  <b><u>Comprehensive Teacher's Guide</u></b> 18, 158, 448, 452, 480
1.6.5	Identify and correctly write possessive nouns ( <i>cat's meow, girls' dresses</i> ) and possessive pronouns ( <i>my/mine, his/hers</i> ).	<b><u>Comprehensive Teacher's Guide</u></b> 259, 261, 491, 493
<i>Punctuation</i>		
1.6.6	Correctly use periods ( <i>I am five.</i> ), exclamation points ( <i>Help!</i> ), and question marks ( <i>How old are you?</i> ) at the end of sentences.	<b><u>Comprehensive Teacher's Guide</u></b> 31, 63, 85, 97, 129, 151, 229, 261, 295, 361, 393, 427, 453, 459, 493, 525
<i>Capitalization</i>		
1.6.7	Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	<b><u>Whole Class Charts</u></b> <b>Volume 1:</b> 70  <b><u>Comprehensive Teacher's Guide</u></b> 31, 61, 63, 97, 129, 229, 250, 261, 295, 361, 393, 427, 453, 459, 493, 525



Standard	Descriptor	Citations
<i>Spelling</i>		
1.6.8	Spell correctly three- and four-letter words ( <i>can, will</i> ) and grade-level-appropriate sight words ( <i>red, fish</i> ).	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 27, 45  <b>Volume 2:</b> 108</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  20, 21, 31, 33, 52, 63, 94, 97, 118, 119, 129, 158, 163, 181, 184, 195, 197, 219, 229, 251, 257, 261, 262, 263, 295, 317, 327, 329, 361, 383, 390, 393, 417, 427, 453, 459, 493, 525</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203, 208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278, 283, 288, 293, 298, 303, 308, 313, 318</p>

Standard	Descriptor	Citations
<b>7. LISTENING AND SPEAKING: Skills, Strategies, and Applications</b>		
<i>Comprehension</i>		
1.7.1	Listen attentively.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 2, 11, 20, 47, 56, 65  <b>Volume 2:</b> 83</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  8, 10, 24, 30, 33, 40, 41, 42, 43, 56, 74, 76, 84, 86, 99, 107, 108–110, 131, 141, 142–145, 156, 165, 172, 173, 174–177, 197, 207, 208–211, 231, 239, 240–243, 263, 274–277, 297, 305, 306–309, 329, 339, 340–343, 363, 372–375, 392, 395, 406–409, 429, 438–441, 461, 472–475, 495, 504–507, 527</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  Students listen attentively in conversations in <i>Turn and Talk</i> throughout the program. For example, see: 3, 5, 13, 15, 23, 28, 38, 58, 68, 80, 90, 98, 110, 118, 130, 140, 155, 160, 180, 188, 198, 205, 208, 228, 235, 240, 245, 258, 268, 280, 298, 308, 320</p>
1.7.2	Ask questions for clarification and understanding.	<p><b><u>Comprehensive Teacher's Guide</u></b>  33, 51, 99, 131, 165, 193, 258, 263, 329, 395, 429, 461, 495</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  218, 223, 313</p>
1.7.3	Give, restate, and follow simple two-step directions.	<p><b><u>Comprehensive Teacher's Guide</u></b>  377, 391</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  73, 74–75, 118</p>

Standard	Descriptor	Citations
<i>Organization and Delivery of Oral Communication</i>		
1.7.4	Stay on the topic when speaking.	<p><b><u>Comprehensive Teacher's Guide</u></b> 60, 65, 84, 86, 131, 192, 197, 231, 263, 297, 329, 363, 395, 429, 461, 527</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 292, 297, 302, 307, 312, 317</p>
1.7.5	Use descriptive words when speaking about people, places, things, and events	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 3, 8, 12, 17, 19, 21, 26, 28, 30, 35, 37, 39, 44, 46, 48, 53, 55, 57, 62, 64, 66, 71  <b>Volume 2:</b> 75, 80, 84, 89, 91, 93, 98, 102, 107, 109, 111, 116, 118, 120, 125, 127, 129, 134, 136, 138, 143</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 14, 15, 24, 46, 47, 56, 57, 74, 77, 80, 81, 90, 106, 112, 122, 140, 146, 156, 157, 172, 178, 188, 206, 212, 222, 238, 244, 250, 254, 255, 278, 288, 310, 316, 320, 321, 325, 338, 344, 354, 362, 376, 386, 404, 410, 420, 436, 442, 452, 470, 476, 486, 502, 508, 518</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 203, 243, 258, 263</p>

Standard	Descriptor	Citations
<i>Speaking Applications</i>		
1.7.6	Recite poems, rhymes, songs, and stories.	<p><b><u>Whole Class Charts</u></b> Volume 1: 34, 43</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 20, 33, 97, 99, 122, 156, 165, 231, 297, 329, 350, 495</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 204–205</p>
1.7.7	Retell stories using basic story grammar and relating the sequence of story events by answering <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , and <i>how</i> questions	<p><b><u>Whole Class Charts</u></b> Volume 2: 110, 114</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 9, 15, 29, 47, 62, 76, 81, 113, 128, 147, 179, 193, 213, 227, 245, 293, 294, 311, 325, 326, 345, 359, 377, 391, 405, 411, 414, 415, 425, 426, 428, 443, 456, 457, 458, 477, 491, 509, 523</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 18, 33, 130, 268, 303, 311</p> <p><b><u>Essential Resources Guide</u></b> 37, 39, 41</p>
1.7.8	Relate an important life event or personal experience in a simple sequence.	<p><b><u>Comprehensive Teacher's Guide</u></b> 12, 18, 28, 30, 60, 131, 226, 284, 317, 387</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 158, 213, 283</p>

Standard	Descriptor	Citations
1.7.9	Provide descriptions with careful attention to sensory detail.	<p><b><u>Whole Class Charts</u></b> Volume 2: 96</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 98, 126, 207, 226, 349, 362</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 203, 243, 258, 263</p>
1.7.10	Use visual aids, such as pictures and objects, to present oral information.	<p><b><u>Comprehensive Teacher's Guide</u></b> 63, 97, 128, 361, 393, 493</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 237, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 302, 307, 312, 317</p>